

Writing

Band 2

Emerging

Task

To write a narrative.

Context

The class discussed how they could write an imaginative text based on a real life experience. Students then wrote a narrative as a prose under supervision.

8 yrs

Beginning to control complex sentence structure. (Band2 LS&F)

Uses capital letters and full stops correctly. (Band1 LS&F)

Composes simple written text containing a few related ideas in sequence and some specific words appropriate to the topic. (Band1 T&C)

Long long ago there was a little boy who was dreaming about a evil Mummy. There was a mummy who was going to kill the little boys family while the little boy was at school. When the little boy came home he saw a not on the door and this what it said is Step on this Roke and that is what he did. Then he was in a dang. He saw a Rather not. and it said go lift go right on he did. When he saw 4 doors and a frerle Gost and he gave a bottle of four and the Gost gave some clus to

Uses subject - verb agreement and correct verb tense. (Band2 LS&F)

Varies sentence beginnings. (Band2 LS&F)

Link ideas in writing using a pronoun to refer to preceding noun. (Band1 LS&F)

Spells frequently used words & common spelling patterns. (Band 1 LS&F)

Second Page

Kill the mummy and the little boy said number 4. and he went in he saw the mummy and sprad poun and the mummy died. Now he is awake and he said "it waw a drem".

Summary Comment

This text demonstrates that the student is in a transition phase between Band 1 and Band 2. There is comprehensive evidence of most Band 1 indicators and **emerging** evidence of **Band 2**. There is emerging evidence of *Language Structures & Features* in Band 2 but limited evidence of *Text & Contexts* and *Strategies*. The narrative has a brief orientation, a storyline involving a complication and resolution and no character development. The writer has not yet developed the skill to enhance meaning using descriptive words and is inconsistent in the use of simple punctuation.

Where to from here?

- Discuss selection of words to enhance meaning.
- Introduce and encourage the use of a proofreading guide.
- Provide teacher guidance and modelling in reviewing during and after writing.
- Teach long vowel sounds.